2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Kirklees College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Kirklees College's ambition and strategy as detailed in the 2019-20 access and participation plan:

As a small provider of Higher Education in a Further Education setting, and one which delivers its HE largely through Higher National Certificates and Higher National Diplomas, access and participation are fundamental to the strategic approach of Kirklees College. All staff are actively involved with access and participation and, in line with our aim to continuously strive to improve student satisfaction, retention, pass and overall completion rates, it is valued and integral to their role. Our strategy and ambition for student engagement is one which puts students at the heart of the system and considers students as partners and co-creators of knowledge rather than participants.

Our strategy for access and participation is underpinned by our mission 'creating opportunities, changing lives' and aligns with our Higher Skills Strategy, which states how we will commit to, and proactively support widening participation. We achieve this by increasing access to lifelong learning opportunities in education and training through an inclusive and enabling approach and ensuring that high quality higher education is accessible to a wide range of groups which includes:
·   the provision of progression opportunities to all existing college students,
·   the targeting and engagement of students from cold spots. For example, areas with low higher education participation rates or non-traditional higher education students,
·   up-skilling and re-skilling opportunities to individuals within the community.
The College has a very strong track record of working with industries and universities, which is a crucial factor in the journey to increase participation, and the development of higher level skills to support economic regeneration regionally and nationally. We promote innovation as new flexible models of delivery are sought to meet the changing needs of both industry and individuals in a rapidly changing world. Particularly in relation to the current pandemic situation and our commitment to a blended learning approach.

The nature of the College's Higher Education and Higher Skills is distinct from that provided by traditional Higher Education Institutions in that it raises the aspirations of those who would not normally consider higher education as part of their career path. By making such provision available to aspiring learners, Kirklees College plays an important role in contributing to the economic development of the local community, the widening participation agenda and the achievement of national targets for Higher Education participation.

Our Equality, Diversity and Inclusion Policy details our commitment to the development of a balanced, inclusive and diverse community which is open and accessible to all students, staff, visitors and members of the public. We believe there should be no barriers in the College for students and staff as defined by any equality measure; we celebrate differences, promote equality and diversity and embrace and recognise the talents of all staff and students. As a college we:

·   comply with the law in promoting equality and where appropriate go beyond legal requirement,

·   ensure all students succeed and can progress in ways that match their abilities and aspiration,

·   are an organisation that embraces and recognises the talents of all and not tolerate any form of discrimination or harassment.

Our Equality, Diversity and Inclusion Strategy and action plan cover all nine protected characteristics or strands of diversity: disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation. The policy and action plan form the terms of reference and remit of the Equality, Diversity and Inclusion (EDI) Strategic Group. The College has developed a separate quality improvement plan to embed EDI within teaching, learning and assessment and to ensure we continue to close any achievement gaps. This includes analysis of participation and success rate trends by underrepresented groups and any apparent achievement gaps are followed up. The Strategic Group meets termly and reports to the Governing Body through the Quality Performance and Standards committee.

The Principal, Corporation and all staff at Kirklees College regard each student as a unique individual and therefore seek to support their development in ways which will foster security, confidence and independence. We recognise that a safe and secure College and work environment is central to the wellbeing of all students and this is an intrinsic part of all aspects of the curriculum and ethos of the College. This represents the College's response to the need to protect all students, especially young people and vulnerable adults and those with identified needs at all College centres and in the workplace.

The college aims to provide an outstanding environment for teaching, learning and assessment. One which is welcoming, safe and inspiring, appropriate to the subject and responsive to the needs of the students. The environment is suitably equipped, resourced and well managed, visibly promotes equality and diversity, widens accessibility to learning, promotes employability skills and celebrates continuation and progression of all students.

Students are expected to work to deadlines set out in their assessment schedule (or year planner) and are made aware from the outset of the consequences of missed deadlines. It is essential that all students are assessed fairly and consistently.

The College firmly locates its higher skills provision at the core of its mission, which is, 'Creating Opportunity, Changing Lives'. The mission is underpinned by six strategic objectives, including to 'ensure all our students develop personally and progress successfully into further training, employment or higher education'. The strategic aims are to develop the qualities and skills of students relevant to the current labour market and to help ensure each individual student is work-ready. We provide a responsive curriculum which enhances each student's employability and career opportunities, meets employer needs and supports economic growth. In addition, we provide effective support for students, through an enhanced focus on developing skills and personal qualities demanded by the labour market, including a propensity to lifelong learning.

1.1 Higher education participation, household income, or socio-economic status
Access

There are significant concentrations of deprivation in Kirklees. One in five young people live in poverty in Kirklees. Youth unemployment (18-24) remains high (24%), with a claimant rate of 12%[1]. Kirklees is a relatively low wage economy (second lowest in the Leeds City Region), 60 000 households are classed as being in poverty (one in three households) with one in four households having an annual income of less than £10 000[2]. Overall, in Kirklees 9% of the population live within Lower Super Output Areas which rank in the worst 10% in England; lower than the average for England[3]. Although the proportion of the workforce with no or low qualifications is reducing, 33% of the population of Kirklees (89,500 individuals) have no more than a Level 1 qualification. Kirklees is below the Yorkshire and Humberside regional average and the national average in terms of the percentage of 16-64-year olds who are qualified to Level 3 or 4. Kirklees has 33.1% of its population qualified to Level 4 and 51.5% qualified to Level 3[4].

The vast majority of our students who progress onto HE enrol at 16 without a grade C or above in English and maths. Whilst the average A* to C English and maths pass rate was 58.9% in Kirklees schools. Only 24.8% of 16-year-olds in 2015-16 had GCSE A* to C in both English and maths, putting the College in the bottom 25% of colleges nationally and in the bottom 20% of colleges regionally for English and maths starting points. For Higher Education at the College, this is reflected in our entry qualifications (TEF3 Metrics) and prior educational attainment of our Higher Education cohort (non-tariff). Examination of the POLAR4 and Index of Multiple Deprivation (IMD) data maps for the Kirklees district show very similar pictures with a mixture of areas of relatively high participation and low deprivation and areas of low participation and high deprivation.

In 2017-18, 30% of our full-time students came from areas in POLAR4 Q1&2 (exceeding our benchmark) and 70% from POLAR4 Q3-5. In the same year 25% of our part-time students came from areas in POLAR4 Q1&2 (below benchmark) and 75% from POLAR4 Q3-5.

Given the relatively small number of students it is difficult to identify trends over time although the proportion of students coming from areas in POLAR4 Q1& 2 appears to be declining having fluctuated between 50% in 2013-14 and 30% in 2017-18. This has resulted in a widening of the gap in proportions coming from areas in Q1&2 and Q3-5. Despite this decline, we have consistently recruited a greater proportion of students from areas in POLAR4 Q1&2 than the national average. This contrasts with the IMD data where, in 2017-18, 54% of our students came from areas in IMD Q1&2 and 46% from areas in Q3-5.

One area of statistical significance is the proportion of students from POLAR4 Q3 areas studying at Kirklees College, which is significantly higher (at 50%) than the proportion of students in the POLAR4 Q3 population.

1.2 Black, Asian and minority ethnic students

Access

At Kirklees College, data from the OfS Access and Participation dashboard indicates that in 2017-18 75% of our students were white and 22% were Asian. The remaining 3% were from black, mixed or other backgrounds. This is in contrast to the national position where 68.9% of students were white, 13.7% were Asian, 10.5% were black, 4.8% were from mixed backgrounds and 2.2% were from other backgrounds. Since 2013-14 we have recruited a higher proportion of both white and Asian students when compared to the national average. Since 2013-14 the proportion of white students has been falling slightly and the proportion of Asian students increasing at both Kirklees College and nationally.

Our internal data shows that in 2018-19, 76% of our students were white, and 24% from BAME backgrounds. The latter being above our benchmark. At present we do not collect or analyse data by the sub-categories within BAME as numbers for several of these categories is too small. However, we will consider this as part of our plans should numbers continue to grow.

Success – Non-Continuation

OfS data indicates that, nationally, there are statistically significant differences in continuation between students from white, Asian, black, mixed and other backgrounds. Continuation rates range from 91.3% for white students to 85% for black students.

At Kirklees College, OfS data indicates that in 2017-18 there was a 10% difference in continuation rate for full-time students between our white students (80%) and students from BAME backgrounds (70%). However, due to the small numbers of students this difference is not statistically significant. The figures for white students have fluctuated from 80% and 89% between 2013-14 and 2017-18 but with no discernible trend. Similarly figures for BAME students have fluctuated between 70% and 90% over the same time frame, again with no discernible trend.

Internal data from ProAchieve shows that in 2017-18 the retention rates (i.e. the number of students reaching the end of the programme as a proportion of the number of students that enrolled) of our white students was 84.6% compared to 71.8% for our BAME students. Again, these figures have fluctuated over time but analysis of the data since 2015-16 shows no discernible trend. Data for 2018-19 shows retention of white students at 84% and BAME students rose to 95%.

Progression to employment or further study

OfS data indicates that, nationally, progression rates range from 69.3% for black students to 74.0% for white students. These rates have been increasing for students in all categories since 2012-13, and the progression gaps between White and BAME students have been falling. At Kirklees College our progression rate for full-time white students was 32% and that for part-time students was 65%. The rate for full time students has been declining since 2013-14 whilst that of part-time students has increased since 2015-16. Again, due to small numbers our data for BAME students has been supressed and we cannot undertake meaningful analysis.

1.3 Mature students

Access

Mature students have distinct characteristics, typically presenting with different qualifications and applying to and accepting places at providers closer to home. They also tend to apply later in the cycle, to a smaller range of courses, as reported in the 'Admissions patterns for mature applicants' report[1], published earlier this year. Mature students are less likely to make the full set of five choices, compared to 18- and 19-year olds, reducing their chances of receiving offers and being accepted to a provider. The courses that mature applicants tend to apply to include subjects allied to medicine, business and administration studies, and education.

Our gaps between the proportions of young and mature students are much smaller than the national picture where 72.2% of full-time students were young and 27.8% were mature and 12.6% of part-time students were young and 87.4% were mature. Our internal data shows that in 2018-19, 44.9% of our students were young and 55.1% were mature. The latter above our benchmark by nearly 3%.

Success - Non-continuation

OfS data shows that, nationally, there is a significant difference in the continuation rates between mature (21+ years) and young (<21 years), with the former continuing at a rate of 84.8% compared to the latter at 92.2%. Reasons behind this are complex and frequently specific to the individual including family commitments or changes in family circumstances.

At Kirklees College, in 2017-18 the continuation rate as shown on the OfS dashboard for young full-time students was 76% compared to 80% for mature students, bucking the national trend. The continuation rate for part-time mature students was also 80% but data for young part-time students is supressed.

Internal data from ProAchieve shows that in 2017-18, 87.5% of our young students were retained, compared to 74.4% of our mature students. Again, these figures have fluctuated over time but analysis of the data since 2015-16 shows no discernible trend. Data for 2018-19 shows retention of young students at 81.6% and that for mature at 92.3%.

The difference in trends between the OfS data and ProAchieve data will be subject to further analysis in 2019-20.

Success – Attainment

Similarly, OfS data indicates a national attainment gap of 10.3% between young and mature students. This gap generally widens with age when analysed at a more granular level and has increase slightly since 2013-14. At Kirklees College, small numbers mean that our OfS data is supressed, but our own internal data using ProAchieve indicates that in 2017-18 71.4% of young students achieved compared to 71.1% of mature students. These figures have increased for mature students since 2015-16 and decreased for young students.

Progression to employment or further study

At national level, despite mature students being less likely to continue with their studies, or attain a good degree, when compared with young students they are more likely to progress into employment or further study. In 2016-17 the progression rates for mature students was 75.7% compared to 72.3% for young students, according to OfS data. Whilst this gap has generally reduced since 2012-13 it did increase slightly in 2016-17.

At Kirklees College, according to OfS Data, in 2017-18, 30% of young students progressed to highly skilled employment or further study at a higher level compared to 45% of mature students. These rates were below the national average.

1.4 Disabled Students

Access

Nationally, the proportion of applicants declaring a disability has grown steadily since 2010, now accounting for 8.03% of the applications. OfS data shows that in 2017-18, 78% of the full-time students at Kirklees College had no known disability, and 22% declared a disability of some sort. This gap in participation has reduced slowly since 2013-14. This reduction in gap has also been seen in part-time students, but the figures for 2017-18 have been suppressed. These figures show that in 2017-18 a higher proportion of students at Kirklees College declared a disability (22% of full-time students) compared to the national average (14.6% of full-time students). This has been the case every year since 2013-14.

Success - Non-continuation

Analysis of OfS data at a national level reveals a statistically significant difference in continuation rate between students who have a disability and those with no known disability. This difference has reduced since 2012-13 but this is as a consequence of the continuation rates for both disabled students and those with no known disability dropping but with that for disabled students dropping less. This size of the continuation gap varies depending on the disability type, with the difference greatest for those with a mental health condition. This gap has reduced steadily since 2012-13.

Since 2013-14 continuation rates for students with cognitive learning difficulties have been higher than those with no known disability, perhaps reflecting higher levels of 1:1, academic and pastoral support that these students can, and do, access.

In 2017-18 the continuation rate for full-time students who had declared a disability was 80% compared to 77% for students with no known disability. However, due to the small numbers this gap is not statistically significant. Our numbers are such that analysis by disability type is not currently possible but is something we will consider for the future should numbers grow.

Success – Attainment

Similarly, analysis of OfS data at a national level reveals a statistically significant difference of 2.8% in attainment rate between students who have a disability and those with no known disability. This gap has reduced slightly since 2012-13 when it was 3.4%. Again, the size of the attainment gap varies depending on the disability type, with the difference greatest for those with a social or communication disability (72.5% compared to 78.7% for those with no known disability). This gap increased between 2013-14 and 2015-16 but has reduced slowly since.

The smallest attainment gap is found between students with a mental health condition and those with no known disability, perhaps indicating that students with mental health conditions who continue with their studies are more likely to attain good degrees. However, this gap is at its largest since 2013-14.

At Kirklees College, small numbers mean that our OfS data is supressed, but our own internal data using ProAchieve indicates that in 2017-18, 55.0% of students with a declared disability achieved compared to 74.7% of those with no declared disability.

Progression to employment or further study

Again, national data shows a statistically significant difference in progression rate between students who have a disability and those with no known disability. This gap has generally increased from 1.1% in 2012-13 to 1.8% in 2016-17. The progression gap varies widely depending on the disability type, with the greatest difference between those with a social or communication disability and those with no known disability. This gap, having increased to 15% in 2013-14 has been slowly reducing to 11.5% in 2016-17.

In 2016-17 there was no progression gap between students with cognitive learning difficulties and those with no known disability, which has reduced steadily since 2012-13 from a position where those with cognitive learning difficulties progressed at a higher rate than those with no disability. Due to small numbers much of our progression data is supressed, however in 2017-18 only 33% of full-time students with no known disability progressed to highly skilled employment or further study at a higher level.

1.5 Care leavers

Kirklees College collects data on care leavers but with such small numbers quantitative analysis would be difficult and unlikely to be publishable. We intend to increase access and participation for this under-represented group as national data shows that for 19 to 21-year-old care leavers, only 6%, were known to be in higher education in 2018[2] The College will focus on increasing recruitment for care leavers' and ensuring care leavers receive additional support to enable them to succeed, from the point of application.

 In order for care leavers to access higher education we have a dedicated student support webpage[3], which includes support offered especially for care leavers. The webpage details support by the College Care Co-ordinator, who can be accessed prior to joining the College for application support, for example with eligibility queries, throughout the programme of study and to support progression. The Co-ordinator also offers campus tours and subject taster sessions for all under-represented groups and works with progress coaches, personal tutors, lecturers and other relevant staff to ensure care leavers are fully supported and can access the following:

· Additional Learning Support
· Careers and Progression Advice
· Counselling
· Financial Support
· Transport Support and Advice
· Liaison with appropriate agencies
· Advocacy for a range of situations including entry and on course requirements.

A team of Progress Coaches are aware of all care leavers across the College and ensure they are informed of all higher education and skills provision available. We offer support through progression enrolment for current students on further education programmes, and the Care Co-ordinator and our equality, diversity and inclusion manager monitor progress throughout the process. Where issues arise, reasonable adjustments are made. As we move forward and the cohort grows we will consider how we analyse the data set for care leavers.

1.6 Intersections of disadvantage

The UCAS End of Cycle report 20185. uses the Multiple Equality Measure (MEM) to produce an evidence-based measure of equality. Analysis using this method showed modest increases in entry rates of all quintiles. Q1 saw an increased entry rate of 0.9%, three times that of Q5. Q4 saw the largest increase in entry rate on 1.4%. Whilst the entry rate gap between Q5 and Q1 narrowed slightly in 2018, with those in Q5 five 4.58 times more likely to enter HE than those in Q1, there has been limited progress made in reducing the size of the MEM equality gap, which remains at a similar value to that seen in 2014. The MEM equality gap is most pronounced at higher tariff providers, where in 2018 the most advantaged students were 15.0 times more likely to enter HE than the most disadvantaged – a gap which has widened since 2017. The MEM equality gap at medium tariff providers continued to narrow in 2018 with the most advantaged students 4.54 times more likely to enter HE than the most disadvantaged. At lower tariff providers, the proportional increase in the entry rate of MEM Q1 was over three times that seen for MEM Q5 in 2018, resulting in a narrowing of the MEM equality gap such that those in MEM Q5 were 1.72 times more likely to enter HE than those in MEM Q1.

1.6.1   Intersections of Higher education participation, household income, or socioeconomic status and Ethnicity

The numbers of students at Kirklees College are so small that there is no data available on which to draw reliable conclusions about the intersections of HE participation, household income, or socioeconomic status and Ethnicity We aim to provide further analysis of our 2020/21 cohort. In order to achieve this, where numbers are too small for individual analysis, the data will include rolling averages. The analysis below reflects the situation at a national level.

1.7 Other groups who experience barriers in higher education

We currently do not have our own data, and national data for the following groups is not available: Carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees, children of military families, marriage and civil partnership, pregnancy and maternity.

In 2019-20 we will review our data capture and management systems to ensure that our systems and staff capture the required information for reporting, monitoring and evaluation purposes on an, at least, qualitative basis.

[1] Kirklees Council (2014) Kirklees Economic Strategy 2014-20
[2] Kirklees Council (2016) Tackling Poverty in Kirklees: Strategy and Action Plan 2016-2018
[3] Kirklees Council (2015) Kirklees Social Profile
[4] NOMIS – National Office of Statistics 2018
[5] Admissions Patterns for Mature Applicants
[6] Children looked after In England
[7] Student Support at Kirklees College
[8] NEON

2. Self-assessment of targets

The tables that follow provide a self-assessment by Kirklees College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Kirklees College's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase overall progression from Further Education to Higher Education by 2% year on year	2015-16	85%	91%	93%	Percentage	2019-20	92	Limited progress
T16a_02 (Access)	To continue to maintain our FT participation via internal progression from Level 3 programmes year on year	2015-16	85%	85%	85%	Percentage	2019-20	62	No progress
T16a_03 (Access)	To continue to maintain the number of students with a declared disability or identified learning support need at 15% year on year	2015-16	15%	15%	15%	Percentage	2019-20	36	Expected progress
T16a_04 (Access)	To increase the number of students from ethnic minority groups by 1% year on year	2015-16	29%	32%	33%	Percentage	2019-20	24	Limited progress
T16a_05 (Access)	To increase participation from appropriate Access to Higher Education programmes	2015-16	0.008%	0.02%	0.026%	Percentage	2019-20	17	Expected progress
T16a_06 (Access)	To increase participation from Carers	2015-16	0.007%	0.013%	0.016%	Percentage	2019-20	1	Limited progress
T16a_07 (Access)	To increase participation from Care Leavers	2015-16	0%	0.005%	0.005%	Percentage	2019-20	1	Expected progress
T16a_08 (Access)	To increase participation from low participant neighbourhoods	2012-13	9.5%	15.5%	17.5%	Percentage	2019-20	25	Expected progress
T16a_09 (Student success)	To maintain overall retention at 95%	2015-16	95%	95%	95%	Percentage	2019-20	83	No progress

T16a_10 (Student success)	To improve continuation rates by 1% year on year	2012-13	87%	90%	91%	Percentage	2019-20		Limited progress
T16a_11 (Progression)	Improve employment indicators by 1% year on year for first degree and other undergraduate programmes	2012-13	89%	91%	92%	Percentage	2019-20	60	No progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Other/Multiple stages)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care, aged 5 – 18, through sustained engagement.	2015-16	116	131	136	Headcount	2019-20	146	Expected progress
T16b_02 (Other/Multiple stages)	The young people in public care who are engaged with sustained engagement via the Go Higher West Yorkshire partnership will increase in confidence through exposure to new and challenging experiences	2013-14	83	90	90	Percentage	2019-20	91	Expected progress
T16b_03 (Other/Multiple stages)	Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement	2015-16	47	110	120	Headcount	2019-20	0	No progress
T16b_04 (Access)	Develop and offer attainment raising workshops with our L2 and L3 students from our target groups	2018-19	0	40	60	Headcount	2019-20	413	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£11,450.00	£5,810.00	-49%
Financial Support	£46,000.00	£250.00	-99%

4. Action plan

Where progress was less than expected Kirklees College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Further implementation of careers advice, service and support for students, particularly with UCAS applications and preparation for university
T16a_02	We are strategically re-establishing ourselves now with the new HE centre that has opened in Dewsbury. Our facilities that are rated across all campuses are at category A and B with the capital investment into our campuses with anticipate that this will encourage internal progression learners to remain. Marketing of the new cenre is well underway.
T16a_04	There is a positive impact on part time courses, but we will rectify our marketing strategy particularly in respect to full time courses. Aiming to recruit students from an ethnic minority background on to a full time course where appropriate and in accordance to information, advice and guidance that we provide ethically.
T16a_06	There is a positive trend, and this is starting to take effect from 19/20 data. WE have invested in an outreach officer to encourage those students who are carers into the benefits of studying on Higher Education course.
T16a_09	Internal assurance processes have been strengthened, with mid year reviews to identify 'at risk' students and programme leaders working with the two focus areas

T16a_10	Further internal outreach work to support students in balancing work and education. Widening the mindset of education providing opportunties long term.
T16a_11	Internal surveys to take place and to commit to collecting the data for analysis
T16b_03	Restart and revive the summer school and adapt into a face to face and online format where possible. Further discussions with GHWY providers will continue to see what can be improved upon
T16b_04	Improved focus into a personalised approach for future situation

5. Confirmation

Kirklees College confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Kirklees College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Marie Gilluley
Position	Principal & Chief Executive

Annex A: Commentary on progress against targets

Kirklees College's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
The target is above the baseline data expectations, however we are just short of the 2019-20 milestone.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Extensive work is being undertaken for further IAG implemented at Level 5 throughout semester 1 and 2

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
The target being 62% is below the expected baseline data.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The HE provision has decreased in terms of its curriculum offer particularly with our Creative sector. A transfer into the new centre was delayed. When the baseline figure was set 2015-16 Teacher Education would not have been included as part of this data set. However, this has now adapted as as Teacher Education is OfS fundable and is now included in the data. As comparison if Teacher Ed was not included it would 76%, although this is still below benchmark however we would aim for a different percentage as what was included in HESE has changed.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
18/19 at 34% exceeded the 31% benchmark however, in 19/20 number of students from an ethnic minority was at 24% against a benchmark of 33%.The recruitment of students from an ethnic minority has increased for part time courses against a three year trend. PT increased and 3 year trend and OfS dashboard data reports that we have exceeded the14% benchmark as we recruited 30% of students from an ethnic minority background.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The focus is placed upon full time courses and why those from an ethnic minority background do not enrol on to full time courses. There is the possibility that our marketing is predominantly based on part time students and we pride ourselves in flexible Higher Education courses that will fit around work and family commitments.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
In relation to recruitment of students who are carers, we are reporting an increase. However, this is starting to take effect in 19/20
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have one student in 19/20 and another student in the 20/21 cohort. We have recently invested in an outreach officer to work with students who are carers who are studying at Level 2 and Level 3, with the input of the outreach officer we intend to promote HE more effectively through the benefits of contributingng to educating learners at L3 and the importance of HE and promoting social mobility.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
The target to maintain retention at 95% are our milestones that have been set. Our internal data reports that retention is at 83% and is increasing year on year.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Kirklees College are now working on closing the data gap in retention, by dissecting this into more defined targets. The two specific groups that are being focussed upon in closing the data gap is the retention of those from a BAME background and white, young and mature students.

Target reference number: T16a_10
How have you met the commitments in your plan related to this target?
The target to increase continuation rates is a work in progress. Our internal qualatative intelligence suggests that the pandemic has influenced students decisions to exit education particularly for those who study FT. Part time students remain in education and students at PT who have continued are above the benchmark
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Employment concerns have influenced studnets' decisions. In addition, in the pandemic students have been made redundant and financial concerns have expressed students' desire to exit education, particularly for FT students

Target reference number: T16a_11

How have you met the commitments in your plan related to this target?
The data in relation to progression to employment is below benchmark
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In addition to collecting destination data at point of exit, student surveys will take place prior to leaving semester 2 at Level 4 and Level 5 to ascertain the intended destination/ employment.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
Covid 19 pandemic caused logistical conerns and considerations.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Limited access into schools and priorities for schools had changed due to lockdown

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
Covid 19 pandemic caused logistical conerns and considerations.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Limited access into schools and priorities for schools had changed due to lockdown

Annex B: Optional commentary on targets

Kirklees College's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	92% of student applications to university were successful
T16a_02	
T16a_03	The OfS dashboard reports that we have exceeded our 15% target. The dashboard reports that we are at 36% and for three years consecutively we have exceeded the benchmark. We are expecting to exceed the target for next year.
T16a_04	
T16a_05	Kirklees College data reports that the actual increase is 17.36% in Access to HE recruitment
T16a_06	We have improved on our 17/18 position but not in accordance to agreed targets

0 student in 17/18
0 student in 18/19
1 Student in 19/20

1 student in 20/21 which is a positive direction of travel |
| T16a_07 | Since 17/18 the number of Care Leavers in HE has increased. Increasing by one student per year.

0 in 17/18
1 in 18/19
2 in 19/20

But we have 0 again in 20/21. |
T16a_08	The OfS data repots that Kirklees college has met the target for FT learners of those who are from quintile 3-5 areas exceeding the benchmark target. The part time data is surpressed.
T16a_09	
T16a_10	Not met the target but PT continuation are upholding it. Strategic intent is to focus on FT to achieve.
T16a_11	

T16b_01	Due to the ongoing Coronavirus Pandemic the outreach activities conducted during the last period of recording were predominantly online. We are confident that care leavers were invovled fully in outreach work. Kirklees College commissioned a careers organisation to provide further outreach and IAG through the pandemic. 88 young carers and 58 looked after young people recieved support, whether this was through a workshop, bespoke resources or one to one mentoring.
T16b_02	We are assured we are making progress due to qualitiative work and outreach officer work with students. As an approximate figure 418 young people within the criteria of GHWY programme were supported, workshops, blogs and student ambassador videos included confidence building, resilience, independent living and sense of belonging
T16b_03	Due to the ongoing Coronavirus Pandemic the outreach activities conducted during the last period of recording were predominantly online. Logistical consderations were a challenge due to the pandemic and accessbility into schools. Summer school did not take place, alternative bespoke online workshops were offered
T16b_04	Due to COVID 19 restrictions workshop opportunities were limited and attendance was not always easily accesible for students. We are confident that in consideration of the circumstances as many students as possible were reached and we provide an overall figure. We have self assessed as 'limited progress' as we take into consideration the challenge of adapting during the pandemic. The workshops will be improved over the coming year with more focus on personalised engagment for students and requesting feedback to attain the required information to analyse.